



Butler University

Digital Commons @ Butler University

Scholarship and Professional Work – Education

College of Education

2018

Pre-service Training, Leadership, & Administrator Relationships: Results of a Statewide School Counselor Survey

Nick R. Abel

Follow this and additional works at: https://digitalcommons.butler.edu/coe_papers



Part of the [Educational Administration and Supervision Commons](#), and the [Student Counseling and Personnel Services Commons](#)

Preservice Training, Leadership, & Administrator Relationships: Results of a Statewide School Counselor Survey

Drs. Brandie Oliver & Nick Abel, Butler University

METHOD & OVERVIEW OF FINDINGS

METHOD

- Email to statewide school counselor listserv inviting participation. Follow-up invite 1-week later
- $N = 151$ (Response rate unknown due to listserv)
- Researcher-created instrument to capture basic demographics and self-reports of 1) skill level upon completion of Master's program; 2) current level of implementation of leadership practices; and 3) strength of relationship with administrator

OVERVIEW OF FINDINGS

- Felt most prepared in the "core" counseling curriculum upon graduating (ethics, group, basic skills, etc)
- Felt most unprepared in related education issues and trends (MTSS, IEP, 504, etc)
- Felt mostly unprepared to advocate for appropriate use of time
- Felt mostly unprepared in the use of data for program improvement and accountability
- Provide leadership through modeling and ethical practices
- Mostly do not provide "upfront" schoolwide leadership via training and data analysis.
- Ratings of administrator relationship/collaboration varied widely

PRESERVICE TRAINING

Rate your skill in each area upon completion of your Master's program. (1, "Minimal" to 5, "Advanced")

Highest Rated Items

- Strategies for providing counseling services to students who are minors and students who are over the age of 18 in a legal and ethical manner, including addressing issues of confidentiality ($M = 4.38$, $SD = 0.76$)
- Conduct small group counseling ($M = 4.12$, $SD = 0.81$)
- Identify and demonstrate professional and personal qualities and skills of effective leaders ($M = 4.05$, $SD = 1.03$)
- Strategies for developmentally-appropriate brief counseling ($M = 3.98$, $SD = 0.95$)

Lowest Rated Items

- Strategies within Multi-Tiered System of Supports ($M = 2.51$, $SD = 1.16$)
- Ability to facilitate a 504 meeting and plan strategies for student development ($M = 2.53$, $SD = 1.34$)
- Create a plan to challenge the non-counseling tasks/duties (i.e., coordinating standardized testing) that are assigned to school counselors ($M = 2.68$, $SD = 1.20$)
- Strategies and methods for collecting, analyzing, interpreting, and reporting data to demonstrate accountability, evaluate outcomes, and assess achievement of district and school goals ($M = 2.77$, $SD = 1.13$)

LEADERSHIP & ADMINISTRATOR RELATIONSHIP

LEADERSHIP

How often do you engage in the leadership practices listed below? (1, "Never" to 5, "Very Often")

Highest Rated Items

- Protect the rights and confidentiality of students and staff ($M = 4.86$, $SD = 0.31$)
- Model respect for diverse community members and treat them equitably ($M = 4.81$, $SD = 0.34$)

Lowest Rated Items

- Provide professional development to my colleagues at school on topics relevant to my content area in alignment with the school's vision and goals ($M = 2.68$, $SD = 1.28$)
- Lead the analysis and disaggregation of data about all learners to improve instructional and behavioral programming ($M = 2.72$, $SD = 1.38$)

ADMINISTRATOR RELATIONSHIP

Rate the strength of your relationship with your admin in each area (1, "Very Low" to 5, "Very High")

Highest Rated Items

- Sharing information about needs within the school and community ($M = 3.38$, $SD = 1.47$)
- Open communication that provides opportunities for input before decisions are made ($M = 3.33$, $SD = 1.50$)

Lowest Rated Items

- Joint responsibility in the development of goals and metrics that indicate success ($M = 2.94$, $SD = 1.46$)
- Shared decision making on initiatives that impact student success ($M = 3.06$, $SD = 1.35$)